

## Rationale for TRAINING Portfolio #1

**Title:** *This Monster I Know*

**Grade:** 12

**Year released:** 2007

**Reflective Piece Title:** "Over the Years"

2 Content (2, 2, 2)

The writing attempts to establish a narrowed purpose and communicate with the audience by connecting reading experiences with writing; however, there are lapses in the focus and purpose of analyzing writing development through literacy experiences. Some examples are provided, but details are repetitious throughout. The writing demonstrates some awareness of audience's needs. Connections to literacy are only included in paragraph four.

2 Structure (2, 2, 2)

Overall, organization is logical, though paragraphs lapse in coherence. Writing demonstrates some transitions (e.g., "the most important way," "therefore"). The majority of sentences show attempts of complexity rather than control (e.g., "Not that I enjoyed the cheap romance. . .").

2 Conventions (2, 2, 2)

Some control is evident. Some errors (e.g., "I have went done" and "without even noticing it my vocabulary") do not interfere with communication.

### **Instructional Implications:**

Lessons that may derive from the use of this sample include

- the demonstration of how the writer needs to make stronger, more focused literacy connections to analyze and evaluate writing growth.
- the demonstration of the need for specific examples through reflective idea development rather than a generalized description of reading/writing experiences.

**Personal OR Literary Piece Title:** "This Monster I Know"

2 Content (3, 2, 2)

The writing establishes and maintains a focused purpose. The writer's intention (the rage) is evident from the beginning to the end. There is some idea development, but the poem is not fully developed, so that the audience's needs are met.

2 Structure (2, 2, 2)

The poem represents an attempt at the genre, but it lacks both the economy of language and other characteristics evident in poetry. The poem sacrifices depth of meaning to achieve rhyme (e.g., ". . . what's right" and "secured tonight"; "I don't mean to be this way," and "Where the rage comes from I can't say"). The writing demonstrates an attempt to invert words for poetic effect, but the attempt is not successful (e.g., "The evil I'm most petrified of being a part of me" and "My worst enemy, in a battle with no end").

3 Conventions (3, 3, 2)

The poem demonstrates control of grammar and usage, but correctness suffers because commas are used incorrectly, often within the rhyming couplets of the poem. There is evidence of acceptable, effective word choice.

**Instructional Implications:**

Lessons that may derive from the use of this sample include

- the demonstration of how forced rhyme may limit meaning and idea development of a poem. Teachers may ask students how the poem could be better developed in regard to purpose and audience and how forced rhyme inhibits meaning.

## **Transactive Piece Title: "Mechanical Engineering"**

### 2 Content (2, 2, 2)

The writing attempts to establish and maintain a purpose (e.g., ". . . mechanical engineers are so important. . ."), but as the writing continues, the purpose shifts to how to become an engineer. Still, there is some sense of the audience's needs being met through idea development. Relevant job information is provided.

### 2 Structure (2, 2, 2)

The writing demonstrates logical organization, but there are lapses in coherence (e.g., when writing discusses duties and responsibilities *before* discussing aptitudes and abilities). Some transitional elements are evident through the sub-headings. The writing attempts complexity; however, control is not evident.

### 2 Conventions (3, 2, 2)

The writing demonstrates control of grammar and usage with few errors. Word choice is simplistic (e.g., "there are," "it is," "that"). Writing attempts to document source information, but mislabels as "sources as additional information." The writing demonstrates some control in correctness.

## **Instructional Implications:**

Lessons that may derive from the use of this sample include

- the demonstration of how including too much information can cause lapses in focus and purpose.
- the demonstration of how resource information should be documented more appropriately than is evident in this piece.

## **Transactional Piece Title (with analytical or technical focus):**

"Yin and Yang"

### 2 Content (2, 2, 2)

The writing attempts to address and establish purpose (e.g., "If you haven't read. . . I'm sure that you have heard"). However, the reader is not aware of a narrowed purpose. The opening is misleading (e.g., from first paragraph, reader expects to read about the "twists and turns" of the novel; however, the piece develops around symbolism) and suggests the lack of authentic purpose. The writing demonstrates some idea development through the comparison of characters.

### 2 Structure (2, 2, 2)

The structure distracts reader's attention as the organization of the writing is logical, but lapses in coherence integrating plot and analysis. The writing demonstrates some effective transitional elements (e.g., "on the other hand"). The writing exhibits the use of simple sentences and an attempt at complexity. However, there is a lack of control of that complexity.

### 2 Conventions (3, 2, 2)

The writing demonstrates control of grammar and usage. Word choice is acceptable and appropriate (e.g., "aesthetically pleasing shape") but is sometimes imprecise (e.g., ". . . jumped out at me"). Errors include misuse of commas, inappropriate documentation, and failure to underline book title. However, the errors do not interfere with communication.

## **Instructional Implications:**

Lessons that may derive from the use of this sample include

- the demonstration of how the student attempts to merge a writing-to-demonstrate-learning sample (the analysis of the symbols within *The Da Vinci Code* for no apparent reason other than to analyze symbolism) with writing for publication (first paragraph attempts to set up a larger context but is not completely successful). Teachers may ask students how this writer could have revised to make the piece more appropriate for publication.
- the demonstration of the need for text support for examples rather than a description of the plot points.
- the demonstration of the need for appropriate documentation.